Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Royal ISD	237905	Royal Elementary/237905106, Royal Junior High 237905104	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	4	TX 010	021500103

Mailing address		City	State	ZIP Code
PO Box 489		Pattison	TX	77466

Primary Contact

First name	M.I.	Last name	Title
Susan	D	Cardiff	Federal Programs/Grants

Telephone #	Email address	FAX #
281-934-6905	scardiff@royal-isd.net	281-934-8339

Secondary Contact

First name	M.I.	Last name	Title
Mike		Nicholas	IT Director

Telephone #	Email address	FAX #
281-639-6291	mnicholas@royal-isd.net	281-934-8339

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Stacy		Ackley	Superintendent of Schools
Telephone #	Email address sackley@royal-isd.net	FAX # 281-934-8339

Signature (blue ink preferred)   Date signed

5/8/14

Only the legally responsible party may sign this application.

701-14-107-131

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	NA	☐
9	Supplies and Materials (6300)	X	☐
10	Other Operating Costs (6400)	NA	☐
11	Capital Outlay (6600/15XX)	NA	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 237905	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 237905	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The goal of the technology lending program at Royal Elementary School (RES) is to provide students with personal computing devices for home use. Specifically, the district wishes to purchase Chromebooks as a means to allow students to conduct research and complete activities associated with Project-Based Learning (PBL) activities in their classes. RES is moving towards project-based instructional activities that require online research, peer-to-peer collaboration, and the ability to present their findings. Having devices available for students to access web-based resources at home will advance the goals of the district and will increase the likelihood of students' success in our district. This program will use the checkout Chromebooks and mobile hotspots which allow students to have Internet access at home.

Students in grades 3-8 at Royal Elementary School and Royal Junior High were chosen as the target population for this project due to the fact that both campuses were named as a Focus campus through Federal accountability measures.

RES had only 68% of all students pass the reading portion of the State of Texas Assessment of Academic Readiness (STAAR) and 58% of all students pass reading. When looking at students groups, only 48% of African-American students passed math, while English Language Learners (ELLs) passed math and reading at 48% and 44% respectively. RES also has a high number of students identified as Economically Disadvantaged (approx. 86%) and the high number of students (64%) identified as At-Risk.

At Royal Junior High, 69% of all students passed the reading portion of the STAAR while only 63% passed the mathematics portion. Like RES, ELL students performed lower, with 22% of ELLs passing reading and 36% passing math. Also like RES, Royal Junior High has a high number of economically disadvantaged students (82%) and students identified as at-risk (64%).

By having devices available to loan to students, the District will be better able to meet both the goals of District Technology Plan and the campus improvement plans. Those goals are as follows:

RISD Technology Plan (2013-2014):
1.1.1: Teachers will have their students complete a minimum of one technology project each semester
1.1.3: Students will continue to work individually and collaboratively to solve problems using available technology
RES Campus Improvement Plan (2013-2014):
 2.2.7: RISD will implement various software programs to support classroom instruction.
RJH Campus Improvement Plan (2013-2014):
2.3.1: : Provide training during faculty meetings for RJHS teachers on how to use and implement Goggle.docs usage into classroom instruction and parent/student collaboration
2.3.3: Provide training for district/campus software that improves the academic success for students.

The equipment will be managed by the campus librarian and the check-out system will be, in essence, similar to students checking out books in the library. Students will be able to go to the library and will be able to check out a Chromebook using their student ID. Return of the equipment will be required on the following school day. Each Chromebook will be inventoried through the RISD inventory system.

The effectiveness of the Technology Lending Program will be assessed by a combined effort of the Curriculum & Instruction Department, campus administration, and the Technology Department. Campus administrators, with assistance from C&I department personnel, will analyze the student test data through our locally developed curriculum-based assessments (CBAs), as well as student performance scores on progress reports and report cards to monitor the effectiveness of the lending program in regards to student success. The technology department will be charged with monitoring the number of students who are using the lending program, including the frequency of use, the average check-out time of the equipment, and the overall management of the equipment. The effectiveness of the program will be reported to the Superintendent's office at the end of each semester and needed changes or modifications to the program will be made based on those biannual reports.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The budget development process was based on the number of personal computing devices that we believe are needed to meet the goals of the district. Therefore, the budget includes the cost of 150 Chromebooks, which is approximately 10% of student enrollment. As required by the grant, we also included the cost for a data plan for each Chromebook to guarantee home access to the Internet.

As a district that has missed one or more system safeguard targets, the needs assessment process used by the district follows the Texas Accountability Intervention System (TAIS) developed by the Texas Education Agency. The TAIS process for the district includes parents, teachers, administrators, and community members. TAIS process meetings are held throughout the year at both the campus and district level, and as a continuous improvement model, the TAIS process used by the district calls for immediate changes and/or updates to our processes throughout the year as the data requires.

The equipment will be managed by the campus librarian and the check-out system will be, in essence, similar to students checking out books in the library. Students will be able to go to the library and will be able to check out a Chromebook using their student ID. Return of the equipment will be required on the following school day. Each Chromebook will be inventoried through the RISD inventory system.

The effectiveness of the Technology Lending Program will be assessed by a combined effort of the Curriculum & Instruction department, campus administration, and the Technology Department. Campus administrators, with assistance from C&I department personnel, will analyze the student test data through our locally developed curriculum-based assessments (CBAs), as well as student performance scores on progress reports and report cards to monitor the effectiveness of the lending program in regards to student success. The technology department will be charged with monitoring the number of students who are using the lending program, including the frequency of use, the average check-out time of the equipment, and the overall management of the equipment. The effectiveness of the program will be reported to the Superintendent's office at the end of each semester and needed changes or modifications to the program will be made based on those biannual reports.

RISD believes that this applications meets all the statutory and TEA requirements as mandated in the application process and should therefore be considered for funding. The district is aware that the funds provided for this grant are limited to two years. These funds will cover the initial costs of purchasing the hardware and setting up the system of lending. However, they will not cover costs beyond the window of the grant. The district assures the grant lending agency that it will continue to fund the data plan beyond the scope of the grant.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 237905				Amendment # (for amendments only):	
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$0	$0
Schedule #9	Supplies and Materials (6300)	6300	$99730	$0	$99730
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$0	$0
Total direct costs:			$99730	$0	$99730
Percentage% indirect costs (see note):			N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):			**$99730**	**$0**	**$99730**
Administrative Cost Calculation					
Enter the total grant amount requested:					$0
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					$0

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$0
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$0
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$0
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$0

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		☐	$
2		☐	$
3		☐	$
4		☐	$
5		☐	$
6		☐	$
7		☐	$
8		☐	$
9		☐	$
10		☐	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service:	☐ Yes, this is a subgrant
	Describe topic/purpose/service:	

	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs	# of positions:	$0
	Contractor's subgrants, subcontracts, subcontracted services		$0
	Contractor's supplies and materials		$0
	Contractor's other operating costs		$0
	Contractor's capital outlay (allowable for subgrants only)		$0
		Total budget:	$0

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	Schedule #8—Professional and Contracted Services (6200)				
	County-District Number or Vendor ID: 237905		Amendment number (for amendments only):		

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
2	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
3	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
4	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
5	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$0	
	Contractor's subgrants, subcontracts, subcontracted services		$0	
	Contractor's supplies and materials		$0	
	Contractor's other operating costs		$0	
	Contractor's capital outlay (allowable for subgrants only)		$0	
		Total budget:	$0	

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	Schedule #8—Professional and Contracted Services (6200)		
	County-District Number or Vendor ID: 237905		Amendment number (for amendments only):
	Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)		

		Specify topic/purpose/service:		☐ Yes, this is a subgrant
6		Describe topic/purpose/service:		
		Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
		Contractor's payroll costs	# of positions:	$
		Contractor's subgrants, subcontracts, subcontracted services		$
		Contractor's supplies and materials		$
		Contractor's other operating costs		$
		Contractor's capital outlay (allowable for subgrants only)		$
			Total budget:	$

		Specify topic/purpose/service:		☐ Yes, this is a subgrant
7		Describe topic/purpose/service:		
		Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
		Contractor's payroll costs	# of positions:	$
		Contractor's subgrants, subcontracts, subcontracted services		$
		Contractor's supplies and materials		$
		Contractor's other operating costs		$
		Contractor's capital outlay (allowable for subgrants only)		$
			Total budget:	$

		Specify topic/purpose/service:		☐ Yes, this is a subgrant
8		Describe topic/purpose/service:		
		Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**
		Contractor's payroll costs	# of positions:	$
		Contractor's subgrants, subcontracts, subcontracted services		$
		Contractor's supplies and materials		$
		Contractor's other operating costs		$
		Contractor's capital outlay (allowable for subgrants only)		$
			Total budget:	$

c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$
	(Sum of lines a, b, c, and d) Grand total		$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)					
County-District Number or Vendor ID: 237905			Amendment number (for amendments only):		
Expense Item Description					

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:				Grant Amount Budgeted
	☐ Print shop fees		☐ Technology-related supplies		
	☐ Postage		☐ Other:		$
	☐ Copy paper		☐ Other:		

6399	**Technology Hardware—Not Capitalized**					
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	1	Chromebooks	Student/teacher use of technology	91	$350	$99730
	2	Insurance	Replacement of damaged devices	91	$136	
	3	Data Plans	Non e-rate eligible portion of cost	91	$501	
	4	Management	Google admin console mgmt. license	91	$30	
	5	Asset Tags	To keep track of devices that belong to the district	91	$13	
	6	Carts	Computer carts to house the devices when not in use	3	2000	

6399	Technology software—Not capitalized	$
6399	Supplies and materials associated with advisory council or committee	$0
	Subtotal supplies and materials requiring specific approval:	$0
	Remaining 6300—Supplies and materials that do not require specific approval:	$0
	Grand total:	$99730

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 237905		Amendment number (for amendments only):	
	Expense Item Description		**Grant Amount Budgeted**
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: ☐ ESC-owned vehicle usage ☐ Other: ☐ Insurance ☐ Other:		$
6411	Out-of-state travel for employees (includes registration fees)		$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		$
6490	Indemnification compensation for loss or damage		$
6490	Advisory council/committee travel or other expenses		$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		$
	Specify purpose:		
	Subtotal other operating costs requiring specific approval:		$
	Remaining 6400—Other operating costs that do not require specific approval:		$
	Grand total:		**$0**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	

Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 237905 | Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	
66XX/15XX—Technology hardware, capitalized					
2			$	$	
3			$	$	
4			$	$	
5			$	$	
6			$	$	
7			$	$	
8			$	$	
9			$	$	
10			$	$	
11			$	$	
66XX/15XX—Technology software, capitalized					
12			$	$	
13			$	$	
14			$	$	
15			$	$	
16			$	$	
17			$	$	
18			$	$	
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	
20			$	$	
21			$	$	
22			$	$	
23			$	$	
24			$	$	
25			$	$	
26			$	$	
27			$	$	
28			$	$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	
			Grand total:	$0	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1221	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	245	N/A	Attendance rate	96.5%
Hispanic	854	N/A	Annual dropout rate (Gr 9-12)	NA
White	105	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	1	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	1011	83%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	366	53%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	42	3%	Average ACT score (number value, not a percentage)	N/A

Comments

64% at risk at RJH
59% at risk at RES
Only 7.2% of our high school students or at or above college admission criterion as observed by SAT or ACT scores. Getting students at the feeder schools more college ready will increase this percentage.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	145	150	135	131	135	126	0	0	0	0	822
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	145	150	135	131	135	126	0	0	0	0	822

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As part of a comprehensive plan for school improvement, RISD began the Texas Accountability Intervention System (TAIS) process in December following the notification of its System Safeguards results. As required by the TAIS, the district appointed a District Coordinator of School Improvement (DCSI) who took the lead in developing the intervention plan for the district. The DCSI coordinated the development of the District Leadership Team (DLT) and has the responsibility of ensuring that the district supports the academic achievement of the campuses. The DLT consists of a teacher from each of the respective campuses, a district central office administrator, the bilingual/ESL coordinator for the district, several parents and community members, and campus administrators.

The DCSI began the TAIS process by leading the DLT in a data analysis and review the student level data. The data analysis was designed to identify factors contributing to low performance in the areas not meeting the required performance standard in the accountability rating system, in the targeted systems safeguards, and/or the low performance for one or more federal and state program areas for PBM. In addition, the DLT analyzed student level data is used to identify students with low performance and tracked critical data such as grades, benchmark/CBA results, disciplinary removals, and attendance. The intervention team updated the review of student level data on a periodic basis in order to analyze student performance data, assess the effectiveness of student support services and interventions, and determine any needed changes.

Once the data analysis was done, a needs assessment was completed in order to identify the needs of both the students and the district in order to meet the required improvement. The needs assessment was designed to determine the root cause and potential critical success factors (CSFs) contributing to the district's or campus' low performance, lack of progress, and program ineffectiveness. Through the TAIS process, the DLT concluded that one area of weakness for students at both RJH and RES was a lack of technology in the classroom. The district began a technology initiative that included the installation of interactive boards and projectors in every classroom. As an extension to the campus-based technology, the Technology Lending Program would allow for the technology to be moved beyond the current goal of being classroom to the home. This would allow for a more project-based learning model as a way to better prepare students for the rigors of the STAAR exam. Findings from the needs assessment were addressed and Targeted School Improvement Plans were developed by the district intervention team. The Improvement Plans address all performance measures of the accountability system not meeting performance standards including all missed target safeguards, and PBMAS indicators not meeting state standards. Factors identified through the data analysis and recommendations determined through the needs assessment, including an increase in the use of technology, were included as part of the improvement plan.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The development of creating rigorous lessons and activities as a way to bring higher level thinking skills to the students, which is required by the STAAR	The Technology Lending Program would increase students to ability to conduct research and complete activities associated with PBL activities in their classes. The lending program will aide students in completing activities that require online research, peer-to-peer collaboration, and the ability to present their findings. Having devices available for students to access web-based resources at home will advance the goals of the district and will increase the likelihood of students' success in our district.
2.	RISD will create an effective RtI program that addresses the needs of students who failed to master both the STAAR test and curriculum-based assessments.	The Technology Lending Program would enable students who might not otherwise be able to access the internet at home, to access the internet and online resources that will help them master both the STAAR test and curriculum-based assessments.
3.	Improved student learning in all content areas through the use of technology.	While the Technology Lending program will allow for students to check out hardware for home use, teachers will also be able to check out the hardware for in-school use.
4.	Improve equitable access to appropriate technologies among all stakeholders.	The Technology Lending Program will ensure that that students have equal access to technology resources by enabling them to check out resources for home use.
5.	Increase the number of real-world, authentic projects to increase levels of participation and higher order thinking problems for students.	The lending program will aide students in completing activities that require online research, peer-to-peer collaboration, and the ability to present their findings. Having devices available for students to access web-based resources at home will advance the goals of the district and will increase the likelihood of students' success in our district.

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Schedule #14—Management Plan

County-district number or vendor ID: 237905	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Technology Director	Ability to provide technical direction for managing technology through planning, training and evaluation of technology as a tool. Ability to direct technical support for student hardware. Ability to direct and coordinate acquisition of hardware for educational functions. Ability to supervise, evaluate, and provide leadership.
2.	Librarian	Ability to provide effective access to technology collections and resources. Ability to develop and maintain special indexing systems and files for lending program. Librarian certificate required. No experience needed, but ability and desire to take on this task is a must.
3.	Instructional Specialist	Ability to evaluate and provide leadership for the overall instructional programs of the district. Ability to provide leadership to ensure integration of technology in lesson plans and assist in the effective and efficient operations of the technology lending program which includes curriculum, staff development, and assessment. Minimum of a teaching certificate required.
4.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Professional Development (Staff)	1.	"Nuts & Bolts" Campus Meetings	08/18/2014	08/18/2014
		2.	Google Apps in Education Training	08/19/2014	08/20/2014
		3.	Laptop Checkout Procedure Training	10/01/2014	10/02/2014
		4.			
		5.			
2.	Technology Lending Program Equipment	1.	Chromebook Purchases	10/01/2014	09/14/2014
		2.	Configuration, inventory, tagging of equipment	10/01/2014	10/01/2014
		3.	Cart Set-up in Libraries	10/01/2014	10/02/2014
		4.	On-going Maintenance and Repair	10/01/2014	08/31/2016
		5.			
3.	Project-Based Learning Training (Staff)	1.	PBL Introduction	08/12/2014	08/22/2014
		2.	PBL Lesson Planning Assistance	08/12/2014	05/30/2016
		3.			
		4.			
		5.			
4.	Student/Parent Training	1.	Lending Program Procedures	09/22/2014	09/30/2014
		2.	Student training program	09/22/2014	08/31/2016
		3.	Parent Awareness program	09/22/2014	08/31/2016
5.		1.			
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Project management for the Technology Lending Program will be managed on several levels:

- **District:** The Director of Technology, will oversee the teacher professional development, work with the campus librarians and Instructional Coaches to ensure that the technology is meeting the needs of the students.
- **Campus:** the campus librarians will oversee the school day check-out and calendar management for the Technology Lending laptops. The librarians will also work closely with the teachers to maximize use of the laptops at school and after school hours. The Instructional Coaches will work with teachers to develop lessons and will work with the CT Director to provide training on the available district resources students can use for intervention.
- **Home:** The CT Director will work with the campus Instructional Coaches to develop and implement the parent and student training for the laptops and digital resources.

There will be ongoing, regularly scheduled meetings (weekly or bi-weekly) between staff members at the various levels listed above. During those meetings, problems will be discussed and documented as action items for follow up by the program or campus coordinator. There will be regular student surveys conducted to determine student satisfaction with the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Royal ISD is moving towards a 1:1 technology initiative for all students K-12. The following elements of this project are in place or are being put into place:

- **Digital resources:** The Technology Department and Curriculum & Instruction Department have worked together to develop, purchase, and embed digital curriculum into RISD instruction.
- **Adequate bandwidth:** District-wide bandwidth was bid in 2013-2014 and as a result of that process, Internet access has moved from 40 MB to 100 MB for a reduced overall cost.
- **Wireless access:** the district has developed a plan to provide wireless access that can support a 1:1 initiative by installing wireless access points in every classroom in the district.
- **Safe and secure Internet access:** in anticipation of the 1:1 initiative, the district purchased adequate content filter licensing for school year 2013-14 and upgraded the existing Barracuda appliance.

The District already has 75 Chromebooks at the high school which are available for home use (though we do not currently guarantee home internet access, i.e. have a data plan, for those Chromebooks). This project will help with that effort at the junior high and elementary level. We will be able to use the experiences we have at the high school to maximize the effectiveness at the lower levels. Based on the effectiveness of the program as shown through our program evaluation, the district is prepared to commit funds beyond the life of the grant to continue the home lending project.

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	Schedule #15—Project Evaluation	
County-district number or vendor ID: 237905		Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Development, communication, and monitoring of guidelines and procedures for daily check out and check in of technology equipment	1.	Defined procedures for librarian checkout developed by August 1, 2014
		2.	Conduct teacher and student meetings to communicate guidelines and availability of technology lending and check out procedures to students completed by September 15, 2014
		3.	Weekly checkout updates by librarian of number of devices checked out by teachers and students provided to campus principal and technology director
2.	Conduct weekly class room walk-throughs of teacher technology check-out	1.	Teacher identified use of technology in weekly lesson plans
		2.	Campus administration/curriculum and instruction/technology staff will monitor and formatively assess students active use and engagement using lending technology weekly
		3.	
3.	Ensure continuous improvement whereby campus administration will place data evidence of technology lending from walk-throughs on monthly administrative agendas and adjust program parameters as necessary	1.	Technology lending placed on campus administrative agenda for review and discussion of program.
		2.	Minutes from monthly cabinet meetings
		3.	Adjustment to technology lending program as defined by campus cabinet and within the parameters of the grant
4.	Conduct quarterly inventory checks	1.	Detailed inventory status and usage report from librarian will be provided to campus administration, technology director, and curriculum and instruction staff members
		2.	Librarian will communicate the status of all lending equipment not verified available for lending (i.e. repair, lost, damaged, etc.)
5.	End of year check in of all lending technology and reporting of teacher and student survey Technology Lending Program.	1.	The campus librarian will monitor and report the end of year check-in of equipment no later than two weeks from the last day of school to the campus administration and technology director.
		2.	Any equipment not returned by teacher or student shall be promptly addressed by campus administration by the end of the last day of school.
		3.	End of year campus wide survey of teachers and students regarding lending program to aid in the evaluation and continuous improvement process.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Royal Junior High and Royal Elementary Lending Programs will be used to implement a campus technology lending program that encompasses the purchase of 91 Chromebooks (with built in wi-fi), 91 protective cases, replacement insurance for each, and 3 Chromebook storage/charging carts for teacher and student checkout. The chromebooks will be Wifi equipped and capable of accessing Google Apps for Education to support student productivity with digital resources.

During the school day:
- Campus librarians will have primary responsibility for maintaining teacher and student checkout logs. Librarians will also train student library aides in care and maintenance of chromebooks. Student library aides will also assist in the pickup and return of teacher checked out equipment in order to continuously expedite the use of lending technology on the campus.
- District technology technicians will troubleshoot and assist in the repair of identified equipment.
- The district technology director will provide regular professional development on resources available on the chromebook for teachers and will coordinate with the curriculum and instruction staff to identify technical and digital resources available to assist in supporting instructional programming.
- During the instructional day, chromebooks will be available for teacher and support staff check-out to assist in ensuring Tier I, II, and III instruction is supported with all available technology.
- Campus administrators will ensure lesson plans are reviewed and are reflective of increased expectations for student technology usage and project based learning activities.

After the school day:
- Students will be able to check out chromebooks at the end of the school day. Teachers will also be able to notify the campus librarian of upcoming projects and activities that require lending technology and therefore successfully ensure maximum availability of equipment for student use and after school day checkout. The librarian will maintain a digital equipment lending checkout calendar to assist teachers and staff members
- Students must check-in chromebooks daily each morning prior to the start of the school day.

In order for students to check out a chromebook, parents must sign an awareness agreement and Internet/Use acknowledgment form prior to the campus permitting their child to sign out any lending technology. The awareness agreement will focus on student and parent responsible use, care of equipment, responsible use of the district's digital resources, and responsible use of the Internet.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable. We do not have any other funding sources to provide a technology lending program.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program will help the district as it moves forward to its goal of being 1:1 with technology. In addition, the Technology Lending Program will allow students to conduct research and complete activities associated with Project-Based Learning (PBL) activities in their classes. The district believes strongly in project-based instructional activities due to the large volume of research which supports PBL practices as being much stronger than traditional educational practices. Research Shows that PBL decreases absenteeism, increases cooperative learning skills, and improves student achievement. PBL instruction capitalizes on students' early interest, builds on what they know, and provides experiences to engage students in the learning process. PBL helps students develop skills for living in a knowledge-based, highly technological society. In the 21st century workplace, success requires more than basic knowledge and skills. In PBL, students not only understand content more deeply but also learn how to take responsibility and build confidence, solve problems, work collaboratively, communicate ideas, and be creative innovators

The Technology Lending Program provides an opportunity for our disadvantaged students to participate more fully in PBL because it enables them to participate in online research, peer-to-peer collaboration, and the ability to present their findings. Having devices available for students to access web-based resources at home will advance the goals of the district and will increase the likelihood of students' success in our district.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This proposal is targeted for students in grades 3 – 8. The foundation subject areas that are addressed include Math, Reading, and Science. The narrow focus of the grant is to aide students in completing project-based learning activities.

Both Royal Elementary School and Royal Junior High School have been identified as FOCUS schools by the Texas Education Agency. These campuses have been identified by the district as highest priority for 2014-2015. All district core curriculum is aligned with the TEKS Resource System. Starting in 2014-15, the school day has been extended at each of these campuses and a remedial "Falcon Flyer Program" (FFP) has been developed to target students who are below grade level. The goal of the FFP is to create Personalized Education Programs (PEPs) for each student and target specific gaps in learning that exist. The Royal ISD Curriculum & Instruction staff reviewed 2013 STAAR Test data, as well as AIMSWeb (a web-based solution for universal screening, progress monitoring, and data management), and have determined that roughly 55%-60% of students will qualify for the FFP.

This project will allow students to have access to the necessary digital resources outside of school.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 237905	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, all campuses within Royal ISD utilizes the TEKS Resource System as its primary curriculum foundation. We have placed additional focus on curriculum and instruction analysis of student performance and individualized student needs through data centered decision-making that targets increased hands on activities and student engagement. To aid campus administrators, teachers, and support staff members in student data disaggregation we have purchased Eduphoria as the district's instructional management system. All district campuses are required to administer all of the curriculum based assessments and must scan all assessments into Eduphoria for analysis and development of individualized student personal education plans to address deficiencies. We have also purchased additional supplemental resources, for example STEMSCOPES, TEKS Progress Coach, TEXAS Skill Builder, and STAAR One from ESC 1 for Royal Junior High. These resources are targeted to address tiered intervention support and address individual student deficits. The technology lending grant supports and enhances the cadre of resources needed to meet identified student needs through digital, audio, and visual resources. Having the ability for a student to check out a chromebook and take it home, affords additional opportunities for intervention support and increased mastery of material. Students will no longer be limited to classroom or school day class or lab configurations for technology support. This project will address needed technological support for those students that do not have a way in which to access digital resources outside of the traditional school classroom or day.

It is a district expectation that teacher's classrooms be engaging, student centered, and furnish hands on activities that promote and produce meaningful learning experiences. Classroom management practices are driven by the level of student engagement and interaction that occurs when subject matter content is taught. We recognize to facilitate student engagement with today's students, digital resources are a necessity. Even more so, with economically disadvantaged population's student engagement, instructional programming, and student management are critical components that must be present for effective authentic learning to occur. The technology lending grant supports all three critical areas by providing a resource tool for teachers and students to utilize and incorporate into a combination of school and home settings. Instructional strategies directed to the use of recently purchased electronic instructional materials are greatly enhanced by learning at both school and home when technology and Internet connectivity is available and accessible to all students. This project aligns very well with our current instructional management plans and expectations for students to extend their learning beyond the walls of the traditional classroom and facilitates our district goal of promotion of transformational learning for all students. As a district with a high economically disadvantaged population, we must seek out, and employ all available digital resources if we are to successfully increase learning opportunities and student productivity that ultimately can assist in producing student success.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using available district funds we are attempting to place as many digital resources in the hands of our students as funds are available. This project is aligned with our recent district purchase of Kindles for Royal Junior High English Language Arts classes in 6th, 7th and 8th grades. We believed Kindles as a digital resource tool would facilitate and create a setting of engaging and meaningful learning created by technology driven student interest in using technology. As such classrooms sets of Kindles were purchased on April 11th for each grade level English teacher to facilitate required in-class novel reading of text that could be supported by technology capable of assisting the reader in immediate access to definitions of words in a story, text-to-speech features, or even with Spanish translations for increased comprehension and understanding for ESL support. Our belief is that student interest in Kindle digital technology and support features will ultimately increase student engagement that when coupled with highly engaging discussion and interaction with the classroom teacher and content will produce greatly enhanced, meaningful learning opportunities.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All campus personnel will attend a one (1) hour introduction to the Technology Lending Program, conducted by Campus Instructional Specialists and in conjunction with the district Technology Coordinator at the start of the grant. Teachers will receive on-going "mini-training" sessions during their campus grade-level/department meetings throughout the year. Royal ISD uses the "just in time" model of professional development: training is delivered as close to the time of use as possible, training time is short, and participants put the training to use as quickly as possible. Campus Instructional Specialists will work with teachers individually or in small groups as needed to implement procedures, manage student records, and run reports.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Royal ISD maintains a district wide Ethernet and Wi-Fi enabled network for students, faculty, administrators and guests to use. All web traffic is filtered through our Barracuda model 410 web filter in accordance with CIPA. The Barracuda web filter supports remote filtering to allow us to comply with CIPA while the students use the technology from home.

The wired network provides 100Mbps of access for each desktop computer and a 10Gbps redundant fiber backbone between campuses. RISD uses Cisco Catalyst network switches and category 5e UTP cable to provide wired network service.

The wireless infrastructure is made up of Cisco Aeronet access points and two redundant Cisco WISM1 controller modules. The wireless standards provided throughout the district are 802.11a, b, g and n. The Chromebooks provided by the grant will access the Internet using Wi-Fi provided by the school while on campus, and by the mobile hotspot while at home with the students.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Internet access will be provided to students that do not have broadband at their residence already. Royal ISD will provide Chromebooks that have built-in 4G data capability purchased through the grant for students to check out. This will allow students to bring the Chromebooks home to complete assignments and research. The student will return the Chromebook the next day to the campus library where they checked it out. Each student's documents and data will be stored in the cloud by Google Apps, so they will have access to it across multiple devices.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For instruction on getting connected to the Internet and accessing content with the Chromebook, Royal ISD will provide a set of getting started instructions in a packet that also includes a technology lending agreement to be signed by the student and their parent or guardian. One set will be included with each Chromebook that the student checks out. The district will dedicate a section on their public website for students and parents to reference if they encounter issues at home. That section of the website will have copies of all documents related to the lending program, as well as links to technical resources related to the hardware or software itself. Royal ISD will also provide assistance through a web portal called Eduphoria! that the district currently provides. It is a system that allows faculty and administrators to submit a helpdesk ticket when they require assistance with technology. When a ticket is submitted, one of the technicians in the technology department will address the issue as soon as possible. The order that tickets are worked will be determined by severity, then by first in first out.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Chromebooks will be divided evenly and distributed to the campuses where they will be kept in computer carts in the library. To maximize use of the equipment and resources, laptops will be checked out during the day and after school as needed. This coordination of during and after school checkouts will be the responsibility of campus librarians. Instructional specialists will work closely with teachers, librarians, and other personnel to prioritize use of the equipment based on the activities assigned. Campus librarians will be responsible for maintaining checkout logs and calendars. The length of checkout time will be determined at the time of checkout by the appropriate staff member, depending on the student need for remediation and commitment to the program. As part of the check-out procedure, students will be required to complete a form which includes information about the assignment for which the computer is needed, as well as the assigning teacher. This check out procedure will enable the district to record how often individual students check out the technology, which teachers implement technology driven activities requiring technology lending most often, and which specific assignments are using the technology.

In order to keep the hardware in good repair, the Technology Director and the district network technician will perform routine care and maintenance. Any issues that require repair will be reported to the Technology Help Desk through a phone call or the call ticketing system. Both students and parents will be required to attend training and sign "At Home" use agreements before taking a laptop home.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 237905	Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All equipment will be itemized in the districts fixed asset inventory system. Information tracked for the technology lending equipment includes: Fixed Asset Description, Asset control tag, manufacturer, serial number, campus, and room assignment. The lending information will include: Students name, address, telephone number, parent and student signature. The campus will also fill out the condition of the equipment and any repair items required prior to the equipment being released. Upon return of the equipment, the condition of the equipment is noted along with signatures and storage location information.

Insurance and "white-glove" services will be maintained for each device. The cost of insurance for each device is included in the price of each device. The insurance being purchased is a three year replacement plan with coverage for accidental damage from handling (ADH), mechanical failure caused by accident (drops, spills, physical damage), power surge coverage and begins on the date of purchase.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Royal ISD will develop a technology lending agreement centered on maximizing learning potential and maintaining the technology. Prior to being allowed to check-out the devices, a student and his/her parent must sign and return the Technology Lending Agreement. In the agreement, Royal ISD will include its Acceptable Use Policy, which has been adopted by the school board, as well as language referencing the proper use and care of the equipment. The Technology Lending Agreement will include language notifying parents that if the equipment is lost and/or damaged that the parent will be responsible for the cost of replacement. Finally, the Agreement will include a statement that requires the student's initials stating that the student has demonstrated grade level mastery of Digital Citizenship of the Technology Applications TEKS.

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